

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: UTW

YEAR: A

TERM: Spring 1

YEAR GROUPS: YR

KEY QUESTION: Where did the snowman go?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Explore the natural world around them
- Talk and experience different types of weather

End of Unit Objectives

Some children will not yet have met what is expected and show they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and show that they are exceeding because they can:
• Talk about the weather that they experience at different times of the year. KQ1 • Use their senses when going on a Winter walk, looking for signs of Winter. KQ2 • Say how we can keep warm. KQ2 • Begin to understand a map helps us with directions to get from one place to another. KQ3 • say that our school is in the village of Pembridge. KQ3 • Look at different materials and say how they look/feel. KQ4 • Name some animals and birds that are familiar to them. KQ5	• Name the four seasons – Autumn, Winter, Spring and Summer. KQ1 • Use their senses to describe Winter. KQ1 • Explore the natural world around them, describing it using their senses. KQ2 • Understand what to wear in order to stay warm in Winter. KQ2 • To make a simple map of a journey. KQ3 • To recognise that some environments are different to the one they live in. KQ3 • To describe similarities and differences between different locations. KQ3 • To investigate different materials and help investigate which may keep us warm. KQ4 • Name some animals that live in England and some animals that live in different countries. KQ5 • To investigate different animals and where they go in Winter. KQ5	• name the four seasons and observe the weather differences during each season. KQ1 • Describe the properties of materials that help keep us warm in Winter. KQ2 • Name the town and country that they live in. KQ3 • Begin to name some continents of the World, using a globe or map to identify places. KQ3 • Discuss similarities and differences between Pembridge and the South Pole. KQ3 • Investigate the properties of different materials, suggesting what they may be used for. KQ4 • Name common animals and birds. KQ5 • To use the vocabulary hibernation and migration. KQ5

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Been involved in science investigations connected to weather and keeping warm.
- Draw or create a map.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- A wow day – a penguin arrives in the classroom. How will we take him back to the South Pole? Making boats, visiting countries along the way, a Winter experience day.
- To offer resources to create a Winter painting – mixing colours to make different shades and tones.
- To be involved in the RSPB School Birdwatch

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- EAD (Art) – create a Winter picture by mixing colours.
- EAD (DT) – make a model of an Arctic animal.
- Literacy – reading and writing the ‘Lost and Found’ story.
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LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Participate in the experience days with enthusiasm.
Works hard	Begin to write parts of the ‘Lost and Found’ story with greater independence.
Concentrates	Create a fact file about an animal of their choice.
Self-motivates	Select their own resources, with increasing independence.
Imagines	Imagine what they may be like to travel to the South Pole – how would we get there? What would it be like?
Improves	Further their knowledge of hibernation and migration.
Understands others	Discuss the similarities and differences between Pembridge and other countries in the world, including housing, food, activities, weather.
Doesn't give up	Investigate keeping warm and begin to work in a group to design an experiment to test different materials.